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ABSTRACT

This annotated bibliography grew out of the need to extract information and opinion about educational policy-making boards in rural areas from the mass of governing board literature, since rural education institutions have distinct differences from urban ones in terms of financial support, student numbers, isolation, and resources. Annotated references are listed under 11 subjects identified as primary to the study of rural boards of educational governance: rural areas--general background; rural education and schools, BOCES; boards of educational governance--general background, role, policy and decision making; rural school boards; school board member and trustee recruitment patterns; characteristics of school board members and leaders; characteristics of community college trustees; women and boards of educational governance; minorities and boards of educational governance; school boards, trustees--community representativeness and relations; and statistical data. Focus of the materials is on structure and processes of rural boards of educational governance in K-12 school districts and two-year colleges. Each annotation is coded to one or more subject section; the majority of the 86 references are from the sixties and seventies, though a landmark study on social composition of boards of education in 1926 is included. (RS)

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POLICY MAKING IN RURAL EDUCATION INSTITUTIONS:

An Annotated Bibliography

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Introduction

The annotated bibliography was prepared in conjunction with the research project "Policy Making in Rural Education Institutions" funded by the United States Department of Agriculture, Cooperative State Research Service, Hatch Act Funds as amended.

The focus of the research project, and, therefore, the annotated bibliography related to the research, is on educational governance in rural areas. In particular the researchers examined structure and processes of rural boards of educational governance in K-12 school districts and two year colleges.

Consumers of education are demanding more return on their investment of both dollars and students in the education system. The management of resources to enable return on investment is carried out by professional educators who are accountable to the governing body of the education unit. This governing body, a school board for lower education systems or a board of trustees for higher education systems, is ultimately responsible to the consumers and financial supporters of the education system. The board of educational governance is the policy making body for the education unit. It is this board that determines allocation of resources by establishing goals and priorities within the education unit.

A key problem facing rural education systems is that of setting goals and establishing priorities for action and then identifying resources needed to implement the desired action. Identification, recruitment and training of policy makers for rural education governing boards is necessary in order to devise new and creative strategies for effective governance of rural education systems. Rural communities

reflect diversity of people; therefore, a representative base of participation including young adults, minorities and women is necessarily sought for educational governance.

A new era of planning for education systems is emerging. It is an era of decremental planning. Given this educational planning arena, the plight of rural education institutions is particularly bleak. Rural education institutions have been operating with less financial support and smaller student numbers than urban institutions and have been operating in relatively isolated environments that have fewer resources. Yet rural education institutions have been expected to equal the results of suburban/urban institutions.

Rural education institutions operate within boundaries different from urban-suburban institutions. The need to extract rural governing board information and opinion from the mass of governing board literature became apparent in the initial literature search for the research project.

The purpose of this annotated bibliography is to identify key subject areas in the study of rural boards of educational governance, to list references to these subject areas, and to provide the reader with information concerning the subject areas through annotations.

The annotated bibliography is arranged in eleven subject sections:

1) Rural Areas - General Background; 2) Rural Education and Schools, BOCES; 3) Boards of Educational Governance - General Background, Role, Policy and Decision-Making; 4) Rural School Boards; 5) School Board Member and Trustee Recruitment Patterns; 6) Characteristics of School Board Members and Leaders; 7) Characteristics of Community College Trustees; 8) Women and Boards of Educational Governance; 9) Minorities and Boards of Educational

Governance; 10) School Boards, Trustees - Community Representativeness and Relations; and 11) Statistical Data (tables, charts, etc.) - not used as a primary heading. Each annotation is coded to one or more of the subject sections with the first numeral listed considered as the primary annotation.

J. R. Egner
D. R. Friedman

September 1977

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Section 1

Rural Areas - General Background

Eberts, Paul R. "Trend Analysis: An Overview, With an Illustration on Homocide Rates in New York and the Northeast." Ithaca, New York: Cornell University, N.Y.S. College of Agriculture and Life Sciences, Dept. of Rural Sociology, 1977. (Unpublished paper) (Code: 1, 11)

Explains the methodology of social trend analysis through an illustration of homocide rates in the Northeast and New York State. Data for selected years between 1950 and 1973 are presented according to four county types: metropolitan (city), suburban, urban, and rural, in order to determine the distribution of homocides. Findings show that the homocide rate of rural counties in the Northeast ranks second below that of metropolitan areas, although the rural counties in New York rank well below these other states. Statistical analysis of community characteristics indicates that various "social conditions", such as high or increasing relative deprivation in employment and education, do contribute to high or low rates of homocide.

Larson, Olaf F., and Jones, Thomas B. "The Unpublished Data From Roosevelt's Commission on Country Life." Agricultural History, L, No. 4 (Oct, 1976), 583-99. (Code: 1, 2, 11)

An analysis of the summary report that were not published in the Commission on Country Life's "Report" in 1909. These reports contain data from 94,000 responses to a questionnaire that was devised by the Commission to obtain the opinions of farmers, teachers, ministers, businessmen and others on the condition of country life. One of the study findings indicated that the majority of respondents were unqualifiedly dissatisfied with the training provided by rural schools for life on the farm. The information gleaned from these summaries lent support to the recommendations made by the Commission.

Leagons, J. Paul. "Rural Development: An Emerging Social, Economic and Demographic Imperative." New York's Food and Life Sciences Bulletin, No. 40 (June, 1974). (Code: 1, 2)

Examines the need for a policy of rural development which would give people in rural areas the opportunity to achieve and maintain a satisfying level of economic and social well-being. The author emphasizes the importance of differentiating between the concept of "agricultural" development which deals with the production of food and fiber, and "rural" development which focuses on people and improving the way they live. The role of land grant universities in providing the leadership necessary for modernizing rural areas is discussed as is the impact of the Rural Development Act of 1972. The report states that one of the critical developmental needs of this country is the establishment of a more equitable balance of social, economic, and demographic elements among its rural, suburban and urban regions.

Leitka, Eugene. Relationship of Power and Authority in Rural Areas. Las Cruces, New Mexico: Educational Resources Information Center/Clearinghouse for Rural Education and Small Schools, 1971. (ED 048-980 from ERIC/CRESS, Box 3AP, New Mexico State University, Las Cruces, N.M. 88003). (Code: 1, 2, 4)

A review of the literature dealing with the power structure in small rural communities, and the political nature of schools. Findings show that only a small number of influential citizens constitute the power structure in low-income rural counties, and most research indicates that the power structure very seldom tries to apply pressure in educational decisions. The political nature of schools is usually determined by the local school board. Although school board members are influential in educational matters, they are rarely found to be active in other community affairs. The report concludes that if a power structure exists, it does not seem vitally concerned with what goes on in the schools.

Moore, Dan E. "Trends in New York State Population - Tables and Figures." Ithaca, N.Y.: Cornell University, N.Y.S. College of Agriculture and Life Sciences, Dept. of Rural Sociology, 1977. (Unpublished paper) (Code: 1, 11)

Presents statistical information on the population trends in New York State. Data include the population figures for all New York counties (including rural) from 1900 to 1975, and the population changes in the 16 rural counties for the years 1900-1975.

Rural America, Inc., and Rural Housing Alliance. Toward a Platform for Rural America. Report of the First National Conference on Rural America, April 14-17, 1975. Washington, D.C.: Rural America, Inc., and Rural Housing Alliance, 1975. (Code: 1, 2)

A presentation of the observations and recommendations that emerged from the Conference on Rural America. One of the 12 problem areas discussed was "Public Education in Rural America". Findings indicate that rural school systems do not adequately meet the educational needs of the rural population. The report recommends that control of the rural school districts be left to local residents, that rural citizens participate fully in educational decision-making, and that the quality and decision of rural education be reevaluated to make it more responsive to the needs of rural people.

Section 2

Rural Education and Schools, BOCES

Abt Associates, Inc. Big Changes for Rural Schools: Plans and Progress. First Annual Substantive Report for a Study of Experimental Schools Projects in Small Schools Serving Rural Areas, Report No. AAI-74-134B. Cambridge, Mass.: Abt Associates, Inc., 1975. (ED 111-579 from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210).

An interim report which examines the initial planning and early implementation stages of a 6 year Experimental Schools (ES) project designed to promote locally initiated comprehensive educational change dependent upon community participation. Ten small rural school districts chosen from a nationwide competition were asked to participate in the program. The local people were required to pinpoint their district's problems and then devise a plan to solve the problem. Tentative findings indicate that the stage of a community's development, the social and cultural similarity within a community, and the quality of life in a community affect the process of change. Findings also suggest that organizational (school) characteristics such as: thoroughness in the planning process, the desire and impetus for change, the amount of past experience of the district with educational change, and the commitment of school district leaders influence program implementation. The ES program hopes that by studying the process of educational change in these 10 rural districts, they will be able to help many other rural communities effect change.

Bail, Joe P., and Others. "Concerns and Expectations of Rural Residents of the State of New York Regarding Long-Range Planning for Education, Kindergarten Through Grade Twelve. A Position Paper of the Council on Rural Education." Ithaca, New York: Cornell University, N.Y.S. College of Agriculture and Life Sciences, Dept. of Education, 1971. (Unpublished paper) (Code: 2, 1, 11)

Examines the major educational problems facing the rural areas of New York State in the 1970's. The paper discusses the strengths and weaknesses of education in rural schools and lists the major concerns regarding the quality of rural education. Specific recommendations for improving education in rural areas of New York include giving rural residents a voice in running their schools, and continuing the election of boards of education on a non-partisan basis.

Clarenbach, Kathryn F. Educational Needs of Rural Women and Girls. Report of The National Advisory Council on Women's Educational Programs. Washington, D.C.: The National Advisory Council on Women's Educational Programs, 1977. (Code: 2, 1)

Results of the National Advisory Council on Educational Programs' 1976 study of the educational needs of rural women and girls. The Council's investigation was two-part; involving a comprehensive review of both federal agencies and national private sector programs, and a series of four consultations in which rural women and girls were able to discuss their educational needs and concerns. The central issues which emerged from these consultations were: personal growth and recognition; political participation and legal rights; health education and health care; child care, early childhood and special education; counseling and career development; elementary and secondary education; and preservation of rural values. The results of the Council's study confirmed their starting premise that much needs to be done before educational equity for rural women and girls can be achieved. Recommendations are presented as is an annotated bibliography for further study.

Educational Research Service, Inc. Orientation Programs for New School Board Members - ERS Information Aid. Arlington, Va.: Educational Research Service, Inc., 1975. (Code: 3, 10)

Presents ideas from state and local programs, from the literature, and from school boards on conducting orientation programs for new school board members. Although individual programs should be tailored to meet local needs, this publication suggests topics that could be included such as: the general duties and responsibilities of board members, a code of ethics, and how to conduct a board meeting. Board members are instructed that they should be free of prejudice, represent all the people in the school district, and keep the community informed about its schools and school boards. Examples of five orientation programs and a selected bibliography are also presented.

ERIC Clearinghouse for Rural Education and Small Schools (ERIC/CRESS) Publications List, 1976. (Box 3AP, New Mexico State University, Las Cruces, N.M. 88003). (Code: 2)

Contains a listing of studies dealing with American Indians, Mexican Americans, Migrants, Outdoor Education, Rural Education, and Small Schools. Prices and addresses are given for each entry. The list is published periodically.

Hughes, Larry W., and Spence, Dolphus L. Attitudes and Orientations of Rural Groups and Effects on Educational Decision-Making and Innovation in Rural School Districts - A Synthesis of Research. Las Cruces, New Mexico: Educational Resources Information Center/Clearinghouse for Rural Education and Small Schools, 1971. (ED 054-892 from ERIC/CRESS, Box 3AP, New Mexico State University, Las Cruces, N.M. 88003). (Code: 2, 1, 4, 10)

Examines the effects of various rural groups' attitudes toward educational decision-making and change in light of current literature and research. The homogeneity of rural people, combined with their conservativeness and lower level of education, tends to cause resistance to change - including educational innovation. Although local school boards have the authority to determine educational policy, they rarely make decisions which might irritate the local power structure. However, since most administrators and teachers in these areas are themselves products of the rural subculture, it appears that the educational system serving rural America is somewhat reflective of the attitudes of the community in which it is located. Current trends which offer hope for the improvement of rural education include the development of educational cooperatives; intermediate school districts, and administrator and teacher preparation programs. A bibliography is included.

Jongeward, Ray E. How to Expand Learning Opportunities in Small School Districts. Portland, Oregon: Northwest Regional Educational Lab., 1975. (ED 108-793 from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210). (Code: 2, 4)

The Rural Education Program of the Northwest Regional Educational Laboratory has developed a planning model to help expand learning opportunities in small rural school districts. The model is based on the premise that shared decision-making offers greater opportunity for the support and motivation needed to achieve improved learning situations in small communities. By examing the experiences of groups who have attempted educational change in rural areas, the NWRE Lab discovered, among other things, that school improvements are more effective if the people affected are able to participate in the decision-making process. These and other basic principles form the basis for REP resource materials which include guides for school-community groups and school board development.

McClurkin, W. D. Rural Education in the United States. Las Cruces, New Mexico: Educational Resources Information Center/Clearinghouse for Rural Education and Small Schools, 1970. (ED 043-408 from ERIC/CRESS, Box 3AP, New Mexico State University, Las Cruces, N.M. 88003). (Code: 2)

Describes the problems which confront rural education in the U.S., including lack of money, limited course offerings, undertrained teachers, and lack of special services. The study indicates that one of the serious weaknesses of rural schools is their lack of programs designed to meet the needs of rural people. The author suggests that the concept of the "community school", popular in the 40's and 50's, is still appropriate to rural education today. Progress is being made in rural education through regional service centers or intermediate units which provide special services to small, rural districts. The report stresses that the professional competence of school leaders (including board members) must be upgraded in order for rural education to improve. A listing of ERIC/CRESS publications is included.

Moe, Edward O. and Tamblyn, Lewis R. Rural Schools as a Mechanism for Rural Development. Las Cruces, New Mexico: Educational Resources Information Center/Clearinghouse for Rural Education and Small Schools, 1974. (ED 093-507 from ERIC/CRESS, Box 3AP, New Mexico State University, Las Cruces, N.M. 88003). (Code: 2, 1, 11)

The authors contend that rural schools can be "strategic forces" in development efforts to help improve rural communities. The Rural Development Act of 1972 and other current legislation is explained in the report, and several innovative programs being tried in rural schools are examined. The need for a 'National Policy for Rural Education' is stressed, as is a stronger policy of rural development. The failure of school administrators to involve the community in the educational decision-making process, and the inability of school leaders, professional and board, to deal adequately with development problems, are cited as some of the impediments confronting schools. Specific actions rural schools might take to speed development and to improve educational quality include: increased relevance to educational needs, more community participation, and better communication between schools and the communities they serve. A bibliography is included.

Muse, Ivan D., and Others. A Study of Rural Teachers and the Rural Schools as Perceived by School Administrators, Teachers, Parents and Students. 1975. (ED 119-921 from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210). (Code: 2, 1)

Reports the findings of a study conducted in Northeastern Utah school districts to determine the attitudes of 520 rural administrators, teachers, students, and parents concerning educational values. Results indicate some prejudice in rural areas to regard teachers as more "liberal" than the rest of the community; teachers report dissatisfaction with the "unprogressive" and "overly traditional" attitudes of rural communities. However, findings also show that all response groups feel that innovative teachers are needed more than traditional teachers in rural communities. The study concludes that the rural community is, for the most part, supportive of its educational system and teachers. A bibliography and a copy of the questionnaire are included.

National School Boards Association. What Do We Know About School Boards? What the Educational Research Community Has Learned About Local Governance of Schools. Research Report No. 1975-3. Evanston, Illinois: National School Boards Association, 1975. (ED 116-267). (Available from: Director of Research, National School Boards Association, 800 State National Bank Plaza, P.O. Box 1496, Evanston, Ill. 60204). (Code: 3, 6, 5, 10, 4)

This research report summarizes the major ideas exchanged by fourteen scholars at an NSBA symposium held in April, 1975 dealing with current trends and developments of school boards and local governance of schools. The aim of this report is to increase the awareness of school board members and others in regard to the history of school boards, how boards relate to other groups and agencies, how boards behave, and why they behave as they do. The major areas of research covered in the report include the historical development of the school board, school board behavior and decision-making, educational governance, and the future of school boards and school board research. A list of publications is included for further reading.

New York State Regents Advisory Committee on Educational Leadership. School Boards and School Board Membership - Recommendations and Report of a Survey. Ithaca, N.Y.: Cornell University, 1965. (Code: 3, 6, 5, 4, 10, 11)

In 1963 the N. Y. State Regents Advisory Committee on Educational Leadership conducted a study to determine the role of the school board, the characteristics of board members, and the selection, recruitment and orientation processes of members. Of the 27 school districts participating in the study, 11 were described as small to medium-sized villages in rural areas. Findings show the average board member to be a Protestant, Republican male in his middle or late 40's who is married and has school-aged children. He is occupationally and financially successful, and has a higher average level of education then his constituents. Interview responses indicate that most boards do not involve either citizen or staff opinions in the decision-making process, though "effective" boards tended to involve these groups more often. Recommendations, based on the research findings, are presented.

Nyquist, Ewald B. "How BOCES Serves the Metropolitan School Systems Concept in New York State." Phi Delta Kappan, LV, No. 1 (Sept., 1973), 26-28, 81. (Code: 2)

Discusses the concept of metropolitanism in education and the movement toward intermediate or regional district arrangements which resulted in the formation of the boards of cooperative educational services (BOCES) in New York State. The article suggests that BOCES, originally developed to meet the needs of rural districts too small or poor to provide a full range of services for themselves, also offers the potential for meeting the needs of metropolitan areas as well. The key features of BOCES' shared-service approach are described.

Stutz, Frederick H., and Egner, Joan R. "Development of Regionalism in Education". New York's Food and Life Sciences Bulletin, No. 59 (Feb., 1976). (Code: 2)

Describes the background and present status of educational regionalism as exemplified by: the multicounty education unit, urban-suburban cooperation, and the intermediate school district in New York State. Without discounting the importance of local control of schools, the report stresses the need for educational development on a regional scale in order to provide specialized services, to better coordinate regional resources, and to achieve reasonable equality of educational opportunity. Studies done in 8 intermediate school districts (BOCES) indicate that this type of unit is as feasible today as it was when established 30 years ago. The report enumerates planning criteria for regional education systems, asserting that sparsely settled, nonurban regions can develop viable regional programs if services are tailored to meet local needs, and that such a system need not weaken local participation in, and influence over, schools.

The University of the State of New York. The Local Board of Education - Background Information and Guiding Principles for Board Membership. Albany, N.Y.: The State Education Dept., 1965 (out of print). (Code: 3, 10)

An informative booklet describing the various roles, functions, and responsibilities of local school board members in New York State. Board members are instructed that they are elected to represent the entire community, and therefore, should not protect or promote special interests. The quality of education in a community is said to rest with the school board which is responsible for defining the type of program required to meet the educational needs of the community. Frequent communication between the board and the community residents is considered one of the requisites for quality education. A code of ethics and a list of suggested readings are included.

The University of the State of New York. Survey of Enrollment, Staff and Schoolhousing - Fall 1975. Albany, N.Y.: The State Education Dept., Information Center on Education, 1975. (Code: 2, 11)

Contains data summaries on enrollment, staff, and schools for all public school districts and BOCES in New York State. Tables present trend data (for the most recent three years); and detailed information on enrollment and staff by grade level for the State, regions, countries, and districts. This survey is published each year.

Section 3

Boards of Educational Governance
General Background, Role, Policy and Decision-Making

Association of Governing Boards of Universities and Colleges. The Two-Year College Trustee: National Issues and Perspectives. Washington, D.C.: Association of Governing Boards of Universities and Colleges, 1972. (ED 073-757 from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210). (Code: 3, 10)

A booklet intended for junior and community college trustees. It contains three addresses given this year at a special conference for two-year college trustees, a paper based on a national survey of community college trustees, reaction to that paper, and a selected bibliography of articles, studies, and dissertations by lay governance of the two-year college sector. The addresses are: "Who Decides?" by Edmund J. Gleaser, Jr., which focuses on decision-making and power; "Statewide Planning and Local Autonomy" by James L. Wattenbarger; and "The Private College in the 70's" by Wesley M. Westerberg.

Blanchard, Paul D. "Small Group Analysis and the Study of School Board Conflict. An Interdisciplinary Approach." Small Group Behavior, V1, No. 2 (May, 1975), 229-36. (Code: 3)

Article focuses on the local school board as an example of a small decision-making group. Results presented from a study of 57 Kentucky school boards analyzing the variables of conflict and cohesion (within them). Author emphasizes the need for an interdisciplinary approach for fully understanding the nature of school board conflict and educational decision-making.

Cistone, Peter J., ed. Understanding School Boards: Problems and Prospects. Lexington, Mass.: Lexington Books, 1975. (Code: 3, 10)

Written by individual scholars in educational administration and political science, this book describes the-state-of-the-knowledge papers on a specific facet of school board research. The emphasis is on the critical assessment of empirical research. The research papers include the school board as an institution; the school board and community demands and support; and the school board and authority relations. The book concludes with a discussion of future perspectives on school board research and the reliability of school boards.

Cosand, Joseph P. "The Community College in A New Period of Change". AGB Reports, XVII, No. 8 (Sept./Oct., 1975), 32-42. (Code: 3, 5, 10)

Discusses the present and future changes in the functions and responsibilities of community college trustees. Because the board is responsible for determining educational goals and policies, its members must be selected carefully so that they represent not only various interest groups, but the entire community. An elected board is considered preferable to an appointed board which too often reflects the interests of the appointing body. The need to establish an on-going planning and evaluation structure to meet the pressures of change is stressed, as is the need for board members to become better educated in their role.

Fine, Jerry. The School Board Role - Present and Future. 1969. (ED 034-313 from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210). (Code: 3, 10)

Examines the present and future role of the school board in American education. The first part of the report presents a fictional characterization of school board - community relations during a controversy. The second section discusses contemporary school boards and their inability to meet pressing educational needs. Community attitudes provide severe limitations on what can be done. However, the school board generally reflects the attitudes of the community. Regarding the future role of school boards, the author recommends a three member school board, elected or appointed by community citizens; community participation in all educational matters; and annual dialogues with the community about educational issues. A bibliography is included.

Foster, Badi G. The Orientation and Training of School Board Members. A Position Paper Prepared by the Recruitment and Training Institute. Philadelphia, Pa.: Recruitment and Training Inst., 1975. (ED 114-930 from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210). (Code: 3)

Research indicates that the average citizen elected or appointed to serve on a school board is usually ill-prepared to understand or cope with the complexities of his dual role as a representative of the people and as a direction of the bureaucracy. His task is further complicated by rapid change and expanding responsibilities. It is the position of the Recruitment Leadership and Training Institute, however, that orientation and training programs can help both novice and experienced board members to deal with these problems and to function more effectively. The Research LTI offers a number of recommendations for board member orientation and training which can be modified to meet local needs. Case studies are presented focusing on two problems confronting school boards - desegregation and increasing bureaucratization. A bibliography is appended.

Haire, Evelyn C. "A Trustee's Suggestion - Board Responsibility: A Threefold Task". Community College Review, II, No. 3 (Fall, 1974), 28-32. (Code: 3, 7, 10)

Discusses the primary roles and responsibilities of community college trustees in regard to students, community and college. The article states that a board will be more effective if it contains members from the entire community; and it stresses that religion, race, sex, age or political beliefs should not be a determinant in deciding trustee qualification. Recommends that trustees evaluate themselves periodically to prevent self-complacency.

Hampton, William. "Community College Trustees Represent the Total Community". College and University Business, LIV, No. 2 (Feb., 1973), 44-46. (Code: 3, 10, 7)

Report of the author's interview with George Potter, board chairman of Jackson Community College in Michigan. Potter considers the trustee's most important job to be representing the total community. He feels that a deep support for the community college movement is a necessary qualification for any community college trustee. Potter sees the role of the trustee as unchanged from 10 years ago, except for differences in the way in which the role is carried out.

Hatley, Richard V. "Participating Democracy in Local School Districts: Fact or Fiction, Boon or Bane?" Kansas School Board Journal, XV, No. 1 (Jan., 1976), 11-15, 22. (Available from the Kansas Association of School Boards, 5401 S.W. 7th Ave., Topeka, Kansas 66606). (Code: 3, 10)

This article discusses the participatory and representative forms of democracy and analyzes their implications in regard to educational decision-making within local school districts. The author expresses his preference for representative democracy over either participatory democracy or a combination of the two, the method currently used in educational decision-making.

Johnson, B. Lamar, ed. The Junior College Board of Trustees. Occasional Report No. 16. Los Angeles, Cal.: University of California, Junior College Leadership Program, 1971. (ED 078-817 from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210). (Code: 3)

Report of a conference on junior college boards of trustees which was sponsored by the UCLA Junior College Leadership Program, the AAJA-New Institutions Project, the Regional Education Laboratory for the Carolinas and Virginia, and the Duke University Junior College EPDA Project. Papers presented at the conference included: "The Role and Responsibilities of Community College Boards of Trustees" by P. Cameron De Vore; "Expanding Perceptions of Junior College Board Members: A Report of a Workshop" by Thomas M. Hatfield; "Junior College Trustees: Organizing for Work Together I" by William H. Meardy; and "Junior College Trustees: Organizing for Work Together II" by Richard E. Wilson.

Lee, Helen C. "For New (and Some Old) School Board Members: How to Seem Smarter than You Really May Be." American School Board Journal, CLXIII, No. 4 (April, 1976), 41-43. (Code: 3)

This article gives advice to novice school board members about how they should behave when dealing with reporters, colleagues and constituents. There is also an interesting section regarding how a new board member can size up the distribution of power on the school board to his advantage.

McCaffrey, Michael D. "Identifying a School Board Perspective: A Participant-Observation Exploration of a School Board and Its Relationship to Itself, the Local Community, and the Local School": (Doctoral Dissertation, Boston University, School of Education, 1974). Dissertation Abstracts International, 1975, Vol. XXXV, No. 9, 5735A-5736A. (University Microfilms No. 75-5510). (Code: 3, 10)

Study findings indicate that the school board defines itself as a decision-making body seeking local school control and popular support within a situation constrained by internal divisiveness and influences from outside sources. The town is seen as a group of people who watch the board closely, expect it to answer their questions and be responsive to their wishes. The board members work at projecting an image to the townspeople (of) a united, decisive and responsible group. The board's perspective is described in the phrase, "managing popular control".

National School Boards Association. Meeting the Challenges of School Board Leadership. The Report of a NSBA Summer Institute. Evanston, Illinois: National School Boards Association, 1973. (ED 078-566). (Available from: National School Boards Association, 800 State National Bank Plaza, Evanston, Illinois 60201). (Code: 3, 8, 10)

Reports of highlights of the 1972 NSBA sponsored conference which was attended by more than 150 school board members, professional educators and association leaders. The first part of the account deals with the problem of school finance. The second section examines the recent rulings on the rights of staff and students, the need of a stronger voice for school boards in the nation's capital, and the impact of the women's rights movement on the public schools - including women on school boards. The third part presents appeals for reform and for a humane response by schools to the concerns, needs and aspirations of the people. Scribner asserts that the system is failing because elected and appointed lay committees don't really give all the people a chance to be involved. He recommends that the school system involve parents and other citizens in the decision-making process, and suggests new models for community participation. A summation of principles laid down at the conference is included.

Russock, Robert. "An ERIC Review - Community College Trustees." Community College Review, II, No. 3 (Fall, 1974), 57-62. (Code: 3, 7)

A brief review of 11 ERIC documents (written between 1970 and 1974) concerning the roles and responsibilities of community college trustees. Topics discussed include board members' decision-making power, their attitudes and characteristics, the question of responsibility for governance, and the future role of trustees.

Spengler, James R. Attitudes of School Board Members Toward Occupational Education. Final Report. Williamsville, N.Y.: Western New York School Development Council, 1970. (ED 042-029 from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210). (Code: 3, 6, 2, 4, 11)

Presents the results of a study conducted in 1969 to investigate the attitudes of school board members toward occupational education and to determine factors influence these attitudes. Questionnaire responses from board members of 770 school districts in New York State indicated that members of urban school districts and BOCES had more positive attitudes toward occupational education than board members of suburban or rural districts. The influence of social variables was also examined and study findings showed that older board members and those with more years of service tend to have a more positive attitude toward occupational education. Statistical information presented reveals that 85% of the responding board members were male, almost half were between 41 and 50 years old, and over half were employed in professional occupations and had a college degree. A bibliography and a copy of the survey questionnaire are included.

Sullivan, Eugene J. "The Decision-Making Process of Public Community College Boards of Trustees in Maryland." (Doctoral Dissertation, The Catholic University of America, 1973). Dissertation Abstracts International, 1973, Vol. XXXIII, No. 11, 6139A. (University Microfilms No. 73-12, 469). (Code: 3, 11)

An analysis of the decision-making behaviors of three boards of trustees from urban, suburban and rural areas in the State of Maryland indicates there are no differences in the decision-making processes of community college trustees from these three settings. The study reveals that trustees are dissatisfied with their present supportive role, and recommends that current board practices be revised to allow for more meaningful trustee participation in decision-making.

TenHaken, Richard E. New and Emerging Problems in School Administration. Albany, New York: New York State School Boards Association, 1975. (ED 116-331). (Available from: New York State School Boards Association, 111 Washington Ave., Albany, N.Y. 12210) (Code: 3, 10)

Discusses some of the current problems confronting school board members and educational administrators in New York State. Nine problem areas are examined including: the increasing government involvement in school decision-making, the changing public attitudes toward schools, and the conflict between the board, administrators and teachers. Suggestions for dealing effectively with these problems are offered. The author stresses the importance of good boardmanship. Members must intelligently assess the school's needs and have the fortitude to make the decisions that are needed for the best interests of the educational system. Board members are urged to communicate with constituents, staff and students in order to identify common needs, desires and problems, and to share ideas for resolving conflicts.

Terrey, John N. Planning for Community College Concerns. 1973. (ED 086-284 from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210). (Code: 3)

The author contends that if community colleges are to be an alternative in higher education, they must establish a role for themselves different from traditional higher education. The primary responsibility of the board of trustees is considered to be making sure that institutional programs and services are provided to the people who can benefit from them in the most effective and efficient means possible. To achieve shared governance, the administrative structure and the governance structure, which have been isolated in community colleges, must be brought together. Shared governance also necessitates changes in leadership and decision-making.

Zeigler, Luther H., and Jennings, M. Kent, with the assistance of G. Wayne Peak. Governing American Schools: Political Interaction in Local School Districts. No. Scituate, Mass.: Duxbury Press, 1974. (Code: 3, 10)

These authors contend that while much research has been done on the demographic and structural characteristics of school board members, little research has been done on the actual functioning of these boards in governing American education. Using a representative national sample of school districts, these researchers interviewed school board members for the purpose of obtaining information that would respond to the general question of how local school districts are governed. Some major findings of the study are that school board members are effectively insulated from the noting public air that school board members are becoming increasingly dependent on superintendents for information on which to base decisions.

Section 4

Rural School Boards

ERIC Clearinghouse for Rural Education and Small Schools. How Well Do They Represent You? A Handbook on Rural School Boards for Parents and Other Citizens. Las Cruces, New Mexico: Educational Resources Information Center/Clearinghouse for Rural Education and Small Schools, 1974. (ED 096-077 from ERIC/CRESS, Box 3 AP, New Mexico State University, Las Cruces, N.M. 88003).

An information booklet aimed at showing parents and others how they can more actively participate in their local rural schools. The handbook explains the characteristics of board members, how they are elected or appointed, how school boards are linked to local politics, some strengths and weaknesses of the "system", the main responsibilities of a school board, how the superintendent and school board work together, and how boards report to the public. Suggestions are given for approaching and influencing a local school board, and ideas (experimental programs, etc.) that have worked successfully in other school districts are offered for consideration.

Section 5

School Board Member and Trustee Recruitment Patterns

Cistone, Peter J. School Board Member Recruitment in Ontario. 1973. (ED 077-103 from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210). (Code: 5, 6, 10, 11)

Examines the impact of a school districts' social, economic and political structure on school board member recruitment. Data obtained from interviews with board members from a stratified sample of 30 public school systems in Ontario indicate that school board candidates are an elite corps of citizens, selected from socially more favored groups. The recruitment process brings into office school board members who are not representative of the population they serve.

Cistone, Peter J. The Ecological Basis of School Board Member Recruitment. 1974. (ED 089-456 from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210). (Code: 5, 11)

The report investigates the impact of ecological structure on patterns of school board member recruitment. Ecological Structure is defined as the distribution and diversity of the population within a school district. Sample data from 72 school boards in Ontario were rank-ordered on the basis of the school district's ecological structure, and a subsample of the 15 most urban (heterogeneous) and 15 most rural (homogeneous) districts was drawn. Study results indicate that patterns of school board member recruitment are related to the ecological structure of the school district.

Dorn, Glenn P. "A Study of School Board Members' Reasons for Seeking Office." (Doctoral dissertation, University of Oregon, 1974). Dissertation Abstracts International, 1975, Vol. XXXV, No. 12, 7550A-7551A. (University Microfilms No. 75-12, 531). (Code: 5, 6, 11)

A replication of an earlier (1962) study to determine if citizens' motives for seeking school board membership have changed. Findings show that the sex of the board member and his/her length of time in the community have a direct relationship to reasons for seeking office, and that an informal selection process is used for recruiting new board members. Results of the study indicate that the social composition of Oregon school boards has changed considerably over the past twelve years; board members come from higher income levels, express higher civic and personal reasons for seeking office, and have a more liberal attitude.

Powell, William T. "An Assessment of the Representativeness of Elected and Appointed School Board Members in Selected School Districts in Virginia and Kentucky." (Doctoral Dissertation, Virginia Polytechnic Institute and State University, 1975). Dissertation Abstracts International, 1975, Vol. XXXVI, No. 5, 2509A. (University Microfilms No. 75-23, 713). (Code: 5, 10, 6, 11)

This study sought to lend support to the position that elected school boards are more representative than appointed boards. The findings indicated that the school board members of both Kentucky (where they are all elected) and Virginia (where they are all appointed) were significantly different from their populations. Neither wealth nor enrollment of the school district affected the composition of the school boards. The typical board member in both states was a white, middle-aged, college trained male, earning more than $15,000 and native born. Results of the study showed that Kentucky had proportional representation in the race and native born categories, while Virginia had proportional representation in only the native born category.

Purrington, Gordon; Michel, George; and Bishop, H. Clay. "Local School Board Responses to Community Needs". Planning and Changing, V, No. 2 (Summer, 1974), 98-102. (Code: 5, 10, 3, 11)

Report of studies which challenge the assumption that elected school boards are more responsive to their community's needs than are appointed boards. Results of a comparison study done in an upstate New York school district indicate that in most areas, the appointed and elected school boards perform equally well.

Stelzer, Leigh. Electoral Competition and the Receptivity of School Board Members. 1972. (ED 081-098 from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210). (Code: 5, 10, 11)

Examines the relationship between the competitiveness of school board elections and the receptivity of board members. Receptivity is defined as a board member's support of communication with and participation by his constituents. Data obtained in 1968 from interviews with 440 board members from 72 urban and nonurban elective school boards indicate that electoral competition increases board member receptivity. However, study results also indicate that appointees to elective boards are more receptive than those members who were originally elected. District conflict and complexity were also found to be positively related to competitiveness and receptivity. Questions and codes for the receptivity index are included.

Section 6

Characteristics of School Board Members and Leaders

Blanchard, Paul D. "Most School Board Members Are Their Own Men (and Women) Not Conduits of the Public Will." American School Board Journal, CLXl, No. 5 (May, 1974), 47-48. (Code: 6, 10, 3, 4)

Discusses the results from a survey of Kentucky school board members conducted in 1971-72 to ascertain how these educational decision-makers perceived themselves in relation to their constituents. The study showed overwhelmingly (86.8%) that the majority of board members surveyed consider themselves to be "trustee" types; making decisions on the basis of their own judgment, not the public's. Findings also showed that members with limited education, and members of big city boards were less likely to rely on public opinion than their college-educated and small town board counterparts; the results of this study paralleled those of an earlier research project done in Detroit.

Blanton, Kelly F. "Processes and Motives for Seeking or Accepting School Board Candidacy." (Doctoral dissertation, University of Southern California, 1975). Dissertation Abstracts International, 1976, Vol. XXXVI, No. 11, 7074A. (Contact school for copy). (Code: 6, 5, 9, 11)

Results from a questionnaire sent to school board members from 85 school districts (elementary - community college) in California indicate that, despite the civic and social unrest of the past decade, the typical board member has not changed. He is a white, middle-aged, Protestant, Republican, college-educated, married man. Or in the case of women, a homemaker. The pressure for greater representation of ethnic minorities has not resulted in increased numbers of minority members being represented on school boards. The study shows that "formal nomination machinery" is not used for the selection of board candidates; the process is assumed by the incumbent board, personal friends, superintendents and various pressure groups.

Counts, George S. The Social Composition of Boards of Education. A Study in the Social Control of Education. Chicago: The University of Chicago, 1927. (Code: 6, 3, 4, 5, 8, 10, 11)

Landmark study conducted in 1926 to ascertain the personal characteristics of members who serve on boards of education. Data were obtained from 1,654 district, county and state boards, as well as city boards and boards that control state colleges. More than half the sample consisted of district boards serving rural communities. Results indicate that with respect to age, the board is drawn from a fairly wide range though most members are between 35 and 65 years of age. With respect to sex, education, and occupation, the board seems to be narrowly selective. It is composed of college-educated men who are employed in 3 occupational groups - proprietors, professional service and agricultural service. Women constitute only 10.2 percent of all board members. Boards of education, therefore, are comprised almost entirely of men from the favored social and economic classes. The only exceptions are the county and district boards which are composed mainly of individuals chosen directly from the ranks of the people. The method of selection is considered to be an important factor in determining the social composition of boards since appointing agents tend to make their appointments from members of their own (more favored) social and economic groups. The report suggests that board members are fundamentally alike in point of view and that people should not deceive themselves by believing that the ordinary board member represents the general public.

Harden, Kermit L., Jr. "The Social Composition of School Board Members in Illinois and Their Attitudes Toward Educational Issues and Board Procedures." (Doctoral dissertation, University of Illinois at Urbana-Champaign, 1972). Dissertation Abstracts International, 1973, Vol. XXXIV, No. 2, 529A. (University Microfilms No. 73-17, 231). (Code: 6, 3, 8, 11)

The study reports that the social composition of Illinois school board members is very similar to the composition found in previous studies. The board members have many of the same characteristics (age, occupation, professional and social standing) as members who served on school boards 45 years ago. Women board members are in about the same proportion as in the past. Results show that although there is general agreement regarding educational issues when board members are considered collectively; when the size and type of district the members' represented are considered, some disagreement exists.

Mullins, Carolyn. "If Superintendents Could Pick Their Own School Board Members, Here's the Kind They Say They'd Choose." American School Board Journal, CLXI, No. 9 (Sept., 1974), 25-28. (Code: 6, 8, 9, 10)

Discusses the questionnaire and interview responses of over 500 superintendents who were asked by representatives of The American School Board Journal for their opinions on what constitutes an "ideal" school board member. Overwhelmingly, superintendents prefer school board members who are "professionals" or "white collar" workers. They also favor college trained people - farmers in rural areas being the only exception. The majority of superintendents insist that an ideal school board should be representative of its community (except when it comes to gender). One third of the respondents stated that they do not want women as board members. Many of the superintendents stated that minorities should be adequately represented on the board, and a third insisted that board members have children in the school system.

"The Things That School Board Leaders Like Best - and Least." American School Board Journal, CLX, No. 8 (Aug, 1973), 17-22. (Code: 6, 11)

Describes the results from a survey of school board members and administrators taken by The American School Board Journal at the 1973 National School Boards Association convention. Charts are presented to illustrate the findings which are compared and contrasted with the results of a similar poll conducted two years previously. The survey indicates that boardmen and administrators agree on issues more often than not, and that they are more liberal than they were two years ago.

Varner, Thomas L. "The Relationships Between Selected Personal Characteristics of School Board Members and the Importance Assigned to Selected Problem Areas in Education." (Doctoral dissertation, University of Virginia, 1975). Dissertation Abstracts International, 1975, Vol. XXXVI, No. 4, 1975A-1976A. (University Microfilms No. 75-22, 136). (Code: 6, 3, 11)

Study revealed some significant relationships between certain personal characteristics of Virginia's school board members and certain problem areas in education. For example, the sex of the school board members and the ranking of the problem area of Discipline and the Constitutional Rights of Students; the age of board members and the problem area of Superintendent - School Board Relations; and the race of board members and the problem area of Racial Relations. It did not appear, however, that the rankings of problem areas could be predicted on the basis of board members' personal characteristics.

Woolcott, James A. "Characteristics and Attitudes of School Board Members in Selected Stable and Less Stable Districts in Missouri." (Doctoral Dissertation, University of Missouri - Columbia, 1972). Dissertation Abstracts International, 1973, Vol. XXXIV, No. 3, 1049A - 1050A. (University Microfilms No. 73-21, 502). (Code: 6, 5, 11).

Study results indicate that school board members in Missouri have similar characteristics and attitudes, and that the social composition of these boards (high level of occupation, education and income) resembles that found in a nationwide study of school boards done in 1927. Report recommends that the processes used in board member selection be examined to determine their consistency with community needs, and that a study be made on sex discrimination and its effect on school boards.

Section 7

Characteristics of Community College Trustees

Abell, Harry W. "Selected Characteristics of Elected Members of Boards of Trustees in Public Community and Junior Colleges in the State of Illinois." (Doctoral dissertation, Southern Illinois University, 1974). Dissertation Abstracts International, 1975, Vol. XXXV, No. 12, 7668A. (University Microfilms No. 75-13, 224). (Code: 7, 3, 11)

Study findings reveal that the majority of elected community and junior college trustees in Illinois are Caucasian, Protestant, middle-aged males who are married and have at least one child. They are successful in their business-related occupations and earn between $20,000 and $29,999. Most are Republicans who describe their political views as "moderate". Results indicate that this trustee profile does not change significantly with the size of the institution, although larger institutions generally have more females on the board.

Ebbesen, James A. Junior College Board Members: Their Personal Characteristics and Attitudes Toward Junior College Functions, State of Illinois, 1968-69. Dekalb, Illinois: Northern Illinois University, 1969. (ED 032-033). Available from: University Microfilms, 300 N. Zeeb Road, Ann Arbor, Michigan 48106). (Code: 7, 3, 11)

Presents the results of a study conducted in 1968 to determine the relationship between the personal characteristics of board members and their attitudes toward the functions of the local public junior coll ge. Data obtained from questionnaire responses from 210 public junior college board members in Illinois indicate that the typical trustee is a white, middle-aged, Protestant, Republican male, who is married, has children, and lives in a small town or rural area. He has a college degree, a high level of income, and is employed in a professional, managerial, or agricultural occupation. The majority of board members studied had attitudes favorable to the concept of the comprehensive junior college. Personal characteristics such as sex, age, family income and occupation were found to be significantly related to attitudinal statements. Although it was not the intent of the study to determine representativeness, the report does conclude that the board members of Illinois' public junior colleges represent selective portions of society. A bibliography and data tables are included.

Goodson, Jimmy L. "Texas Public Community Junior College Board Members: Their Personal Characteristics and Attitudes Toward the Role and Functions of the Public Community Junior College." (Doctoral dissertation, East Texas State University, 1975). Dissertation Abstracts International, 1975, Vol. XXXVI, No. 3, 1209A. (University Microfilms No. 75-19, 973). (Code: 7, 3, 11)

Responses from a questionnaire sent to all trustees of the Texas public community colleges show that Texas trustees are remarkably similar to trustees in other states. They typically are Anglo-American males who are middle-aged, married and Protestant. They are college-educated; employed in a professional, managerial, or proprietary occupation; and earn more than $30,000 a year. Political affiliation is either Democrat or Republican. Despite some differences in their personal characteristics, the trustees' attitudes toward the role and functions of the public community junior college are quite homogeneous.

Hall, James T. "Mississippi Junior College Board Members: Their Personal Characteristics and Opinions About Selected Educational Issues." (Doctoral dissertation, University of Mississippi, 1973). Dissertation Abstracts International, 1973, Vol. XXXIV, No. 4, 1528A. (University Microfilms No. 73-23, 651). (Code: 7, 3, 11)

Studies identifies the typical Mississippi junior college trustee, serving in 1972, as being a white male, 54 years of age or older, married and a parent. He has at least a bachelor's degree, works in a professional or agricultural occupation and earns more than $15,000 a year. Findings indicate that these trustees were opposed to losing local control, and wanted equal representation on the board from every county within the junior college district. A study is suggested to determine whether or not the junior college trustees adequately represent and serve those groups not currently represented on the boards.

Hartnett, Rodney T. College and University Trustees: Their Backgrounds, Roles, and Educational Attitudes. Princeton, N.J.: Educational Testing Service, 1969. (Available from the Institutional Research Program for Higher Education, Educational Testing Service, Princeton, New Jersey 08540). (Code: 7, 3, 11)

Presents the results of a nationwide study conducted in 1968 to determine the characteristics, attitudes and responsibilities of university and college (2 year and 4 year) trustees. Data obtained from over 5,000 survey responses indicate that the "typical" trustee is a white, Protestant male, in his 50's, well-educated, employed in a prestige occupation, and financially well-off. He identifies with the Republican party and considers himself to be politically moderate. Findings also indicate that trustees generally favor a "top-down" form of institutional governance, believing that the major authority for institutional decision-making should rest with them and/or administrators. Trustees, especially public junior college trustees, are somewhat cautious regarding the notion of academic freedom, though these attitudes vary depending on geographic region. A copy of the survey questionnaire and a manual of data are included.

Hartnett, Rodney T. The New College Trustee: Some Predictions for the 1970's. A Research Consideration of Some of the Possible Outcomes of Greater Diversity on College Governing Boards. Princeton, N.J.: Educational Testing Service, 1970. (Available from the Institutional Research Program for Higher Education, Educational Testing Service, Princeton, New Jersey 08540). (Code: 7, 8, 9, 3, 11)

In 1969, prompted by claims of change in the composition of boards of trustees, the author conducted a follow-up survey of the same institutions that had participated in the 1968 study to determine whether and to what extent changes had occurred in the intervening 18 months. The 1969 survey indicates that the groups who had not been well represented on boards at the time of the first study - women, Negroes and young people (under 40) - were being added to the boards at a significant number of institutions. In an attempt to estimate what these new trustees might be like, the study examined members of these groups currently serving on boards. Results show that women tend to be somewhat more liberal in their views than men, younger trustees are more liberal than older ones, and Negroes are most interested in seeing colleges play an active role in solving contemporary problems than non-Negroes. The report suggests that the increased representation of women, Negroes, and young people on governing boards may well set the tone for the 1970's, adding an unusually liberal element to the boards. Copies of the 1968 and 1969 survey questionnaires, and a manual of data are appended.

Mills, Peter K. A Study of the Community College Board of Trustees and the Process of Institutional Change. New Brunswick, N.J.: Rutgers, The State University Reproduction Service, P.O. Box 190, Arlington, Va. 22210). (Code: 7, 10, 3, 11)

Findings from a nationwide survey of community college trustees conducted in 1971 indicate that the typical trustee is a Caucasian, Protestant male over 45; a college-educated professional who earns over $20,000 per year, a husband and father, and a long-time community resident. He identified with Republicans and Conservatives and describes himself as a moderate. Study results also show that 93 percent of the institutions have trustee meetings which are open to the public, and about 40 percent have a system of institutional governance involving faculty, students, staff and administrators. Opinions differ in regard to whether governing boards are representative of their communities, although most trustees consider their board to be representative. Copies of the survey instruments are included.

Mills, Peter K. "The Community College Board of Trustees and the Process of Institutional Change." (Doctoral dissertation, Rutgers University, The State University of New Jersey, 1973). Dissertation Abstracts International, 1974, Vol. XXXIV, No. 7, 3918A - 3919A. (University Microfilms No. 73-32, 255). (Code: 7, 10, 2, 11)

Results of a nationwide survey conducted in 1971 of community college trustees show that the typical board member is a Caucasian, Protestant male over 45 years old. He is a college-educated professional earning more than $20,000 a year; a husband, father, and long-time community resident. He tends to identify with the ideas of Republicans and Conservatives. The trustees responding do not agree that boards are unrepresentative in respect to their communities. The study concludes that the profiles of the trustees are reflective of the "establishment", and that a "communications gap" exists between the governing boards and those governed.

Sharrock, William R. "Members of Boards of Trustees of North Carolina Community Colleges: Their Selected Personal Characteristics and Attitudes Toward Institutional Role and Governance." (Doctoral dissertation, University of North Carolina at Greensboro, 1974). Dissertation Abstracts International, 1974, Vol. XXXV, No. 4, 1934A. (University Microfilms No. 74-22,030). (Code: 7, 3, 11)

Study examines the relationships between the personal characteristics of community college trustees and their attitude toward the role and function of community colleges in North Carolina. Findings revealed that in 1973, the typical board member was a white, middle-aged male who was a resident of a small town or rural area. He was college educated, had a professional or managerial occupation and earned over $25,000. It was found that the personal characteristics of family income, education, experience on community college boards, age, area of residence, and sex had significant relationships with attitudinal statements.

Whiteside, Oscar R. "A Survey of the Characteristics and Attitudes of Members of the Governing Boards of the Public Junior Colleges in Texas." (Doctoral dissertation, Baylor University, 1974). Dissertation Abstracts International, 1975, Vol. XXXV, No. 11, 7008A. (University Microfilms No. 75-11, 048). (Code: 7, 9, 3, 11)

Data gathered in this study of public junior college trustees in Texas reveals that 93.2 percent of the trustees are male; the majority are Protestant, married, at least 50 years old, long-time community residents, college degree holders, and earners of $20,000 salaries. Their political preference is predominantly Democrat or Independent. 91.7 percent of the board members are Caucasian, 4.1 percent Spanish-Surname, 2.1 percent Negro, and one, an American Indian.

Section 8

Women and Boards of Education Governance

Doing, Laura T. "Women on School Boards: Nine Winners Tell How They Play The Game." American School Board Journal, CLX, No. 3 (March, 1973), 34-38. (Code: 8)

Interviews with nine successful women school board members (including the author) on the topic of women and school boards. All nine women flatly denied having any problems with sex discrimination; which is in sharp contrast to a similar study done by the Journal just one year before. They caution potential followers, however, that the path to the top is a rough and narrow one, with no room for a "tough broad" or a "frilly female." A woman must have a "strong back, a thick skin and an indomitable will" if she is to successfully withstand the pressures put upon her by colleagues and constituents.

Fishel, Andrew and Pottker, Janice. "Women in Educational Governance: A Statistical Portrait." Educational Researcher, III, No. 7 (July - Aug., 1974), 4-7. (Code: 8, 11)

Article reports the present representation of women in educational governance. Statistics compiled clearly indicate that the sex of individuals holding positions of authority in education at the national, state and local levels is overwhelmingly male. Women constitute only 8% of all state department of education leaders, .1% of all local superintendents, and 12% of local school board members. The author stresses the need for a more systematic data collection of the sex of educational leaders because it is important and highly relevant information.

"It's 'No Accident' That Men Outnumber Women on School Boards Nine to One." American School Board Journal, CLXI, No. 5 (May, 1974), 53-55. (Code: 8, 6, 11)

Findings presented from a report issued in April, 1974 by a special National School Boards Association Commission on the Role of Women in Educational Governance. The results of the commission's national survey of school boards show that women comprise only slightly more than 10 percent of the school board members in this county although current women board members passes comparable and even superior qualities (in education and organizational experience) than their male counterparts. Data is given regarding the percentage of women board members over the past fifty years, the percentage of boards in the U.S. who have women members, and a breakdown, by geographical location, of the percentage of women board members. The commission's report states that an informal "quota system" is responsible for the under-representation of women on school boards, and concludes that this gross unbalance is detrimental to school boards and public education itself.

Morrissey, William M. "The Status and Perceptions of Women School Board Members in Indiana." (Doctoral dissertation, Indiana University, 1972). Dissertation Abstracts International, 1973, Vol. XXXIV, No. 3, 1037A - 1038A. (University Microfilms No. 73-6989). (Code: 8, 3, 6, 11)

Examines the status of women on school boards in Indiana and their perceptions regarding their role and function as board members. Results of the study indicate that the majority of Indiana's women board members do not believe they are discriminated against. A limited amount of prejudice is believed to exist although older women, and those with more board experience are less likely to think so.

Mullins, Carolyn. "The Plight of the Boardwoman." American School Board Journal, CLIX, No. 8 (Feb., 1972), 27-30, 32. (Code: 8, 6)

Responses to a nationwide survey of American boardwomen indicate that male chauvinism is alive and well and living in countless boardrooms across the country. The study, conducted by the American School Board Journal, discusses the problems encountered by these women and reports that the characteristic female board member is a woman who can cope with family and career obligations, as well as discrimination. Findings indicate that although there doesn't seem to be a pattern for why and where bigotry exists, it appears a bit more prevalent in rural settings than in suburban or urban areas. The study concludes that the amount of prejudice women school board members encounter depends much more on the attitudes of their male colleagues than on their own.

Mullins, Carolyn. "To Put It Midely, Many Superintendents Do Not Like or Want Female Board Members." American School Board Journal, CLXI, No. 9 (Sept., 1974), 29. (Code: 8)

Reports the high degree of sex bias exhibited by superintendents (99% male) who participated in The American School Board Journal's survey. The author points out that despite the progress women have made, those who seek school board membership are still plagued by prejudice and stereotyping.

National School Boards Association. Women on School Boards. Report of Research Conducted for the National School Boards Association Commission on the Role of Women in Educational Governance. Evanston, Illinois: National School Boards Association, 1974. (ED 106-162) (Available from: National School Boards Association, 800 State National Bank Plaza, Evanston, Ill. 60201). (Code: 8, 6, 11)

Presents the results from a 1974 nationwide survey of male and female school board members conducted by the NSBA Commission on the Role of Women in Educational Governance. The Commission's findings reveal that women are grossly underrepresented on school boards in this country, comprising only 12 percent of the members. Study findings also show that the talents and abilities of female board members are comparable to, or evan superior to, those of male board members; and that attitudes about women appear to be a major impediment to women seeking school board membership. Female board members were found to have characteristics similar to those of their male counterparts. The "typical" female school board member is 42.2 years old and a homemaker or a professional person with an average of 15.4 years of schooling. She is a long-time community resident, married with school-age children, and she has served on the board of at least one organization. Appendices include study information, a copy of the questionnaire, and a reading list.

Section 9

Minorities and Boards of Educational Governance

Lockett, Raymond J. "Louisiana's Black School Board Members, A Social, Political and Economic Profile." (Doctoral dissertation, University of Colorado, 1973). Dissertation Abstracts International, 1973, Vol. XXXIV, No. 4, 1540A. (University Microfilms No. 73-23, 277). (Code: 9, 6, 11)

Findings reveal that the typical Black school board member in Louisiana is a Protestant male between the ages of 21 and 74 (median age 50.8). He is a native of Louisiana, has some college training, a varied occupational background, and an average yearly income of $7,600. He is loyal to the Democratic party and considers himself a liberal. He approves of most decisions made by his board. Study also compares and contrasts profile of Black school board members with that of his white counterpart.

Vincent, George M. "A Study of Black School Board Members in Mississippi School Districts 1969-1973." (Doctoral dissertation, University of Colorado, 1974). Dissertation Abstracts International, 1974, Vol. XXXV, No. 4, 1938A. (University Microfilms No. 74-22, 406). (Code: 9, 6, 11)

Study results indicate that the typical Black school board member in Mississippi is a Protestant male between 20 and 75 years old (median age 51.3). He is a native Mississippian, has some college education, has a varied occupational background, and an average yearly income of $10,000. He is loyal to the Democratic party and considers himself a liberal. He approves of most decisions made by his board. Study compares the characteristics of the Black school board members in Mississippi with those of their White counterpart.

Section 10

School Boards, Trustees

Community Representativeness and Relations

Bernd, Cloyde M. The Community Junior College Trustee: Some Questions About Representation. 1973. (ED 086-279 from ERIC Document Reproduction Service, P. O. Box 190, Arlington, Va. 22210). (Code: 10, 7, 3)

Examines the characteristics and attitudes of community college trustees, and indicates that in most cases board members are not representative in regard to their constituencies. According to studies done by Hartnett and Mills, the typical trustee is a White, upper middle class, well educated, Protestant, Republican, middle-aged male who is occupationally successful. Research findings also show that trustees display a considerable amount of uniformity in their opinions. Considering the attitudes and background of these trustees, the author questions the boards' ability to function effectively, and urges that the effects of nonrepresentativeness be studied. A bibliography is included for further reading.

Collins, Charles C. A Different Perception of the Community in Community College. 1969. (ED 034-532 from ERIC Document Reproduction Service, P. O. Box 190, Arlington, Va. 22210). (Code: 10, 7, 3)

The author advocates that the "community" in community college be perceived not as a taxpayer bloc, but rather as many groups that contribute to the life of the college, including the faculty, staff, administrators, students, and their families. He contends, citing Hartnett's 1969 study of trustee characteristics, that community college board members do not truly represent this community. A seven member board of trustees consisting of taxpayers, the superintendent-president, a faculty member, a sophomore, and a graduate alumus or an adult evening student, is proposed in order to give power to those who contribute most to the college. Some possible changes caused by this sytem of representation are examined.

Collins, Charles C. A Redefined Board for a Redefined Community. 1969. (ED 038-132 from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210). (Code: 10, 7, 3)

Citing Hartnett's 1969 study of the characteristics of community college trustees (which showed the typical trustee to be a White, Protestant, middle-aged business man earning over $25,000 a year), the author asserts that the community college boards do not represent the people served by the colleges. To remedy this situation, he proposes a reorganization of the board which would make representation proportional to the involvement and contributions of the groups comprising the "communities" of the community college. This model board would have a total of seven seats reserved for taxpayer-citizens, the superintendent-president, a faculty representative, a sophomore, and a graduate or an adult evening student.

Hottleman, Girard D. "School Boards: Moneyed Men Governing the Poor." Wisconsin Journal of Education, I, No. 6 (March, 1973), 10-15. (Code: 10, 6, 8, 9, 11)

Results from a survey study of 925 school board members from 141 representative boards suggest that school boards are not representative of the communities in which they serve. Sample statistics indicate that white, upper middle class, well educated, propertied, middle-aged Republican men are governing the primarily poor constituencies of this country's school systems resulting in a lopsided educational governance structure. Findings of this survey confirm the results of two research studies conducted by Nearing and Counts fifty years ago.

Jennings, M. Kent and Zeigler, Harmon. Response Styles and Politics: The Case of School Boards. 1970. (ED 043-127 from ERIC Document Reproduction Service, P. O. Box 190, Arlington, Va. 22210). (Code: 10, 5, 4, 11)

Study tests the assumption that social complexity hampers the representative function of school boards by examing the concept of board responsiveness or receptivity. Data were compiled from interviews conducted in 1968 with board members and superintendents from 88 school districts ranging from small, homogeneous rural areas to large urban ones. The study considers two different dimensions of representation: group responsiveness and individualized responsiveness. Results indicate that district complexity serves both to strengthen and to impede the representative function. The less complex the district, and the higher the mass support, the more responsive is the school board to individualized preferences (vs. group interests). Conversely, the more complex the district, the more responsive is the board to group demands (vs. individualized preferences). Elected boards were found to be somewhat less responsive to group pressures, but somewhat more responsive to individuals when compared with appointed boards.

Jennings, M. Kent and Zeigler, Harmon. Interest Representation in School Governance. 1970. (ED 044-817 from ERIC Document Reproduction Service, P. O. Box 190, Arlington, Va. 22210). (Code: 10, 3, 5, 11)

Discusses the effects of interest group activity on educational governance and decision-making in light of several theories. Results from interviews conducted in 1968 with board members and superintendents from 83 U.S. school districts reveal that most districts are not "boiling cauldrons" of interest group activity. Data suggest that such groups thrive when mass support for the school board is low. Generally, the more active the group, the more trouble for the school board. Findings show that board members consider left-wing groups to be more active than right-wing groups. Findings also show that when incumbent board members perpetuate their influence by bringing like-minded colleagues to the board, interest group activity tapers off considerably.

Kells, Richard B. "Relationships Between Demands Made Upon Boards of Education and Selected Community Socioeconomic Characteristics." (Doctoral dissertation, University of Connecticut, 1973). Dissertation Abstracts International, 1973, Vol. XXXIV, No. 5, 2217A - 2218A. (University Microfilms No. 73-26, 577). (Code: 10, 11)

Examines the relationships between demands made upon school boards and selected socioeconomic characteristics of 11 communities in Connecticut. Demands were classified as extractive, regulative, symbolic and participative. Findings indicated that the 'percent of population living in rural areas' was negatively correlated with the number of extractive demands received by school boards. Also, 'population size', 'percent of non-white residents in the community' and 'percent of total school population receiving A.D.C.' were found to attach less importance to all four types of demands than were superintendents.

National School Boards Association. The People Look at Their School Boards. Research Report No. 1975-1. Evanston, Illinois: National School Boards Association, 1975. (ED 116-268). (Available from: Director of Research, National School Boards Association, 800 State National Bank Plaza, P. O. Box 1496, Evanston, Ill. 60204). (Code: 10, 3, 6, 4, 11)

Reports the findings of a nationwide Gallup study commissioned by the National School Boards Association (NSBA) in 1974 to investigate the public's awareness and perceptions of school boards. Although findings reveal that the public has a favorable opinion of school boards and their members, findings also show that most people don't know what their school boards are doing. The study indicates that residents of small communities are generally more knowledgeable and supportive of local school boards than urban residents. They also are more likely to favor authority for school boards, and to believe the board represents their views. Results of this study demonstrate the need to educate the public about the governance of education.

Stelzer, Leigh. "Institutionalizing Conflict Response: The Case of School Boards." Social Science Quarterly, LV, No. 2 (Sept., 1974), 380-393. (Code: 10, 3, 5, 11)

Results of a national study of 82 urban and nonurban school boards conducted in 1968 indicate that although school systems have traditionally lacked formal institutional mechanisms for channeling dissent, they have adapted the strategy of receptivity as an informal means for dealing with conflict. Receptivity is defined as a belief in the need for communication and participation between the school board and community residents. A receptive board member advocates increased public participation in the decision-making process. Study findings show a positive relationship between conflict and receptivity - the more conflict perceived, the more receptive the school board. Competitive elections encourage receptivity since members must win the support of their constituents.

Tendler, Mitchell and Wilson, Richard E. Community College Trustees: Responsibilities and Opportunities. Washington, D.C.: American Association of Junior Colleges, Project for New Institutions, 1970. (ED 039-867 from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210). (Code: 10, 7, 5, 3)

Describes the selection, composition, and responsibilities of community college trustees; and addresses the question of board representation. Although trustees are assumed to be knowledgeable about and responsive to the needs of the people in their communities, the trustee profile described by Hartnett's 1969 study (typical trustee is a White, middle-aged, upper middle class, Protestant male) is hardly reflective of the community typically served by community colleges. Since neither appointed nor elected boards represent their constituencies, it is suggested that the trustees themselves act to correct the inequities by stepping down, if necessary, so that they can be replaced by members of unrepresented groups. A bibliography is included.

Webb, Harold V. "A New Gallup Study: What the Public Really Thinks of Its School Boards." American School Board Journal, CLXII, No. 4 (April, 1975), 36-40, 58. (Code: 10, 3, 11)

Examines results of a Gallup study commissioned by the National School Boards Association (NSBA) to explore public attitudes toward the governance of public education. Findings clearly show that most adults understand neither what their local school boards are, nor what they do. Public response (also) indicates that most people are misinformed about the extent of school board authority, believing that final authority over educational decisions should belong to the professional school administrators. To help correct this situation, NSBA is starting a nationwide public information program to inform people about the governance of public education.

White, Vern A. "Factors of Community Influence on Local School Board Decisions." (Doctoral dissertation, University of Southern California, 1974). Dissertation Abstracts International, 1974, Vol. XXXV, No. 5, 2619A. (University Microfilms No. 74-23, 617). (Code: 10, 3, 11)

Findings indicate that the individuals who influence school board decisions are predominantly male district residents of high attainment and ambition. Racial minorities are poorly represented. Most influential organizations are permanent - formal groups, and informal groups consist of male district residents. Influence affected all areas of educational decision-making but primarily finance, then curriculum and desegregation.

Yanker, Mary M. "A Study of the Congruency of Values Between Community, Parents, Students, Teachers, Administrators, and School Board Members." (Doctoral dissertation, Northern Illinois University, 1973). Dissertation Abstracts International, 1974, Vol. XXXIV, No. 7, 3721A. (University Microfilms No. 73-27, 619). (Code: 10, 3, 11)

Examines the degree of value congruence between six different groups from an Illinois school district containing both rural and urban areas. Findings indicate that the community, parents, faculty, administrators and school board differ much more from students than from each other. Administrators and school board members share very similar value systems. Results show evidence of a "generation gap" in values.

Section 11

Statistical Data (Tables, Charts, etc.)

Not a primary heading; please see sections 1 thru 10.